



**Life Skills
Enterprises**

Educational and Welfare Provision for Pupils with EHC Plans and Pupils with English as an Additional Language (EAL)

1. Policy Statement

Life Skills Enterprise is committed to providing a high-quality, personalised education that meets the needs of all its pupils, including those with Education, Health and Care Plans (EHCPs) and those for whom English is an Additional Language (EAL). We aim to ensure equity, inclusion, and the development of essential life skills that enable all learners to thrive both academically and personally.

2. Aims

- To provide an inclusive, nurturing and aspirational environment where all pupils can make progress.
- To deliver bespoke educational programmes aligned with each pupil's EHCP outcomes.
- To ensure EAL pupils are supported to access the full curriculum and develop proficiency in English.
- To promote welfare, well-being, and holistic development through a multi-disciplinary approach.
- To work closely with parents/carers and external professionals to ensure joined-up support.

3. Legislation and Guidance

This policy is written with regard to:

- Children and Families Act 2014
 - SEND Code of Practice (2015)
 - Equality Act 2010
 - Independent School Standards (2014)
 - Education Act 1996
 - DfE Guidance on EAL and SEN support
 - Keeping Children Safe in Education (KCSIE 2024)
-

4. Provision for Pupils with EHC Plans

4.1 Identification and Admissions

Life Skills Enterprise caters specifically for pupils with EHCPs identifying needs such as ASC, SEMH, SLCN and other neurodiverse profiles. Admission is based on careful assessment of the EHCP and the school's capacity to meet individual needs.

4.2 Curriculum Access and Personalisation

- Each pupil receives a highly personalised curriculum based on their EHCP outcomes.
- Individual Learning Plans (ILPs) and Annual Review targets ensure progress tracking.
- Curriculum areas include functional academics, life skills, PSHE, employability, and enrichment.
- Adaptive teaching, scaffolding and therapeutic input are embedded into all lessons.

4.3 Multi-Disciplinary Input

- The school works with speech and language therapists, occupational therapists, CAMHS and psychotherapist where appropriate.
- Therapeutic approaches, including trauma-informed practice and positive behaviour support, are core to our provision.

4.4 Progress Monitoring and Review

- Termly progress reviews evaluate progress against EHCP outcomes.
- Annual Reviews are conducted in line with statutory timescales, involving families and external professionals.

4.5 Staff Training and Development

- All staff receive regular CPD on SEND, EHCP delivery, safeguarding, and inclusive practice.
 - Specialist training is provided based on pupils' presenting needs (e.g., autism, mental health, sensory processing).
-

5. Provision for Pupils for Whom English is an Additional Language (EAL)

5.1 Identification and Assessment

- Pupils are identified as EAL on admission and assessed to determine their level of English proficiency.
- A language development plan is drawn up as needed.

5.2 Teaching and Learning Support

- Staff use strategies such as visual aids, simplified language, pre-teaching vocabulary and peer support to enhance understanding.
- Where possible, additional support may be provided (e.g., EAL interventions, bilingual resources).
- EAL needs are considered alongside SEND and not automatically assumed to be special educational needs.

5.3 Cultural Awareness and Inclusion

- The school values and celebrates cultural diversity.
- Home languages are respected, and pupils are encouraged to maintain their linguistic identity.

5.4 Parent and Family Engagement

- Interpreters and translated materials are made available where necessary to support communication with families.
 - Parents are encouraged to be active partners in their child's education.
-

6. Safeguarding and Welfare

- Safeguarding is central to all provision, with clear protocols in place to identify and support vulnerable pupils.
 - Pastoral care is a whole-school responsibility, supported by a dedicated welfare team.
 - Personal development, well-being, and emotional regulation are integrated into the curriculum.
-

7. Monitoring and Evaluation

- Senior leaders monitor the effectiveness of provision for EHCP and EAL pupils through:
 - Lesson observations
 - Pupil progress data
 - Welfare logs
 - Feedback from pupils, staff and families
 - The policy is reviewed annually and revised based on evidence and stakeholder feedback.
-

8. Complaints

Parents or carers who have concerns about the provision for their child should follow the school's Complaints Policy, available upon request or from the school website.
